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ABSTRACT

Presented in this document is a statistical profile of the characteristics of those high school seniors who took the College Entrance Examination Boards during academic year 1971-72, and who applied to member institutions of the College Research Center (CRC). Some of the highlights of the report are: (1) Only about a third of the high school seniors are from families in which the father is a high school graduate as compared to almost two-thirds of the seniors who sent test scores to a CRC member college. (2) The measured, and self-reported abilities and skills of students vary in expected ways with the selectivity level of the colleges in the respective groups. (3) Preferences for activities in colleges and degree participation in various activities in school also vary for the several groups under consideration. (HS)

ED 074909

COLLEGE RESEARCH CENTER

SOME CHARACTERISTICS OF HIGH SCHOOL SENIORS WHO SENT CEEB-TEST SCORES TO SELECTED GROUPS OF COLLEGES DURING 1971-72

December 8, 1972

Kenneth M. Wilson

CRC No. 72-12-08 [Exh. 2]

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HE 003 877

For Interinstitutional Cooperation
in Institutional Research

In affiliation with
EDUCATIONAL TESTING SERVICE, PRINCETON, N. J.

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Exhibit 2

12/8/72

SOME CHARACTERISTICS OF HIGH SCHOOL SENIORS WHO SENT CEEB-TEST SCORES TO SELECTED GROUPS OF COLLEGES DURING 1971-72

As part of a set of services introduced for its members during this academic year, the College Entrance Examination Board will prepare for each college receiving a significant number of CEEB reports, a statistical profile of the characteristics of those high-school seniors who had had score reports forwarded during the year. A similar report aggregating the characteristics of all individuals sending scores to colleges in a given group can also be prepared for groups of colleges indicating a desire to participate in such a "group summary" activity.

Colleges (and groups of colleges) which wish to study the characteristics of actual applicants, accepted and rejected applicants, and enrolled freshmen may receive similar reports on the respective subgroups, if they provide the information required to identify the group to which each test-score sender ultimately belongs.

Each CRC-member college, and all other eligible colleges, should by this time have received a statistical profile on their "test-score senders" for 1971-72 along with a summary for all seniors taking CEEB tests during 1971-72. Some CRC-member colleges have agreed to participate in one or more "expanded group summary" reports--e.g., one group of 30 or so women's colleges has been formed to receive an aggregated summary profile (spearheaded by a representative of Cedar Crest College); one or two smaller groups have also been formed.

No plans have been made for collation and/or comparative presentation of the respective group summaries. Nor have policies and procedures been established for developing various analytic "taxonomies" of higher institutions for regular participation in the "expanded group summary" aspect of the CEEB program of services.

College Research Center trustees, from the outset have indicated awareness of the great potential value of the "data summary" system for monitoring the flow of students into various segments of higher education. Pursuant to plans discussed previously we arranged for CRC-member college participation, as a group, in the expanded summary program, as well as for the development of several group-summary profiles for exploratory examination and analysis.

The several tables and figures attached have been excerpted from expanded group summary reports on "test score senders" for four groups of institutions, namely, CRC-member colleges and three groups of colleges defined in terms of a published index of "selectivity"--Groups 7, 6, and 5, respectively, represent "highest," "higher," and "high" selectivity according to the published index.

[In view of the fact that the three groups involved have not been developed according to standard procedures for institutional participation, we are not identifying the colleges making up these groups by name. In the long term, given an exhaustive classification of colleges for the regular development of group summaries, it would be beneficial to all parties concerned if the names of colleges making up the respective groups were known. Data for an individual college would not be directly identified with that college.]

The data summarized include results of the regular testing program (i.e., test scores) plus results of the Student Descriptive Questionnaire for 1971-72 (available for only a portion of the individuals involved, not all of whom were "eligible" to complete the first SDQ--between a third and a half of the seniors did not have SDQ results).

Some Highlights:

A. Students who send their test scores to CRC-member colleges (and other selective colleges) are hardly a random sampling of high school seniors. A process of self-selection and selective recruitment is involved.

   Only about a third of the high school seniors (data not provided separately for boys and girls) are from families in which the father is a high school graduate as compared to almost two-thirds of the seniors who sent test scores to a CRC member college.

   CRC "applicants" are similarly selected on academic-ability variables.

   Sex-differences in self-reported skills are evident among seniors generally and among those applying to CRC-member colleges as well. (Note that essentially all males involved in the CRC analysis represent test-score senders to only one college. Thus, both college- and sex-differences are reflected in the CRC comparison by sex.)

B. The measured, and self-reported abilities and skills of students vary in expected ways with the "selectivity level" of the colleges in the respective groups.

   For example, of the males sending scores to Group 7 colleges, 51% believed themselves to be in the top 10% (at least) among "other people" of their own age, while only 36% of Group 5 senders so reported.

C. Differences among groups in patterns of curricular preference are evident. Also evident is pattern of differential selectivity on socioeconomic variables.

D. Preferences for activities in college and degree of participation in various activities in school also vary for the several groups under consideration. (See, for example, percent holding 3 or more major offices in school clubs, percent expecting to be active in departmental or pre-professional clubs, etc.).

E. Level of educational aspiration varies in expected ways. (Note that the percentages reported have been calculated to the base, N = total number of seniors sending scores, thus accounting for the high "no response" percentage. By adjusting percentages to include only respondents to SDQ, we estimate that about 56% of CRC senders, 59% of Group 7, 45% of Group 6, and 38% of Group 5 senders plan postgraduate study.

A copy of the 1971-72 SDQ completes this exhibit.

IMPLICATIONS

Among other things, regular and systematic monitoring of the number and characteristics of applicant and enrolled groups in several "meaningfully defined" categories of colleges is absolutely necessary to enable any college regardless of type to make an informed judgement about its position in the academic marketplace, based on up-to-date temporal and interinstitutional perspective.

In this connection, the principle of symmetry in admissions information has been said to call for (a) better information about institutions for candidates, as well as (b) better information about candidates for institutions. However this principle also encompasses an important element which has not yet been effectively enunciated and recognized, namely, better information about institutions, candidates, interactions, and change for those responsible for institutional planning, evaluation, self-study, and development. It may be argued that the principle of symmetry is logically incomplete without this third element.

General mechanisms now being developed or planned will make feasible the implementation of what may be termed the "institutional research and analysis" facet of the symmetry principle.

Flexible use of survey procedures in connection with the CEEB testing program will make it possible

- to collect each year certain basic or core information about test-takers (e.g., through SDQ core items) as well as
- to make ad hoc studies on matters of current interest and concern to colleges (e.g., through SDQ item-spaces allotted for multipurpose use).

These recurring and ad hoc surveys of test-takers, combined with planned programs for the identification of accepted, accepted-enrolled, accepted-withdrew, and/or rejected applicants, by college, and programs for the collection of follow-up data on enrolled groups will make it possible

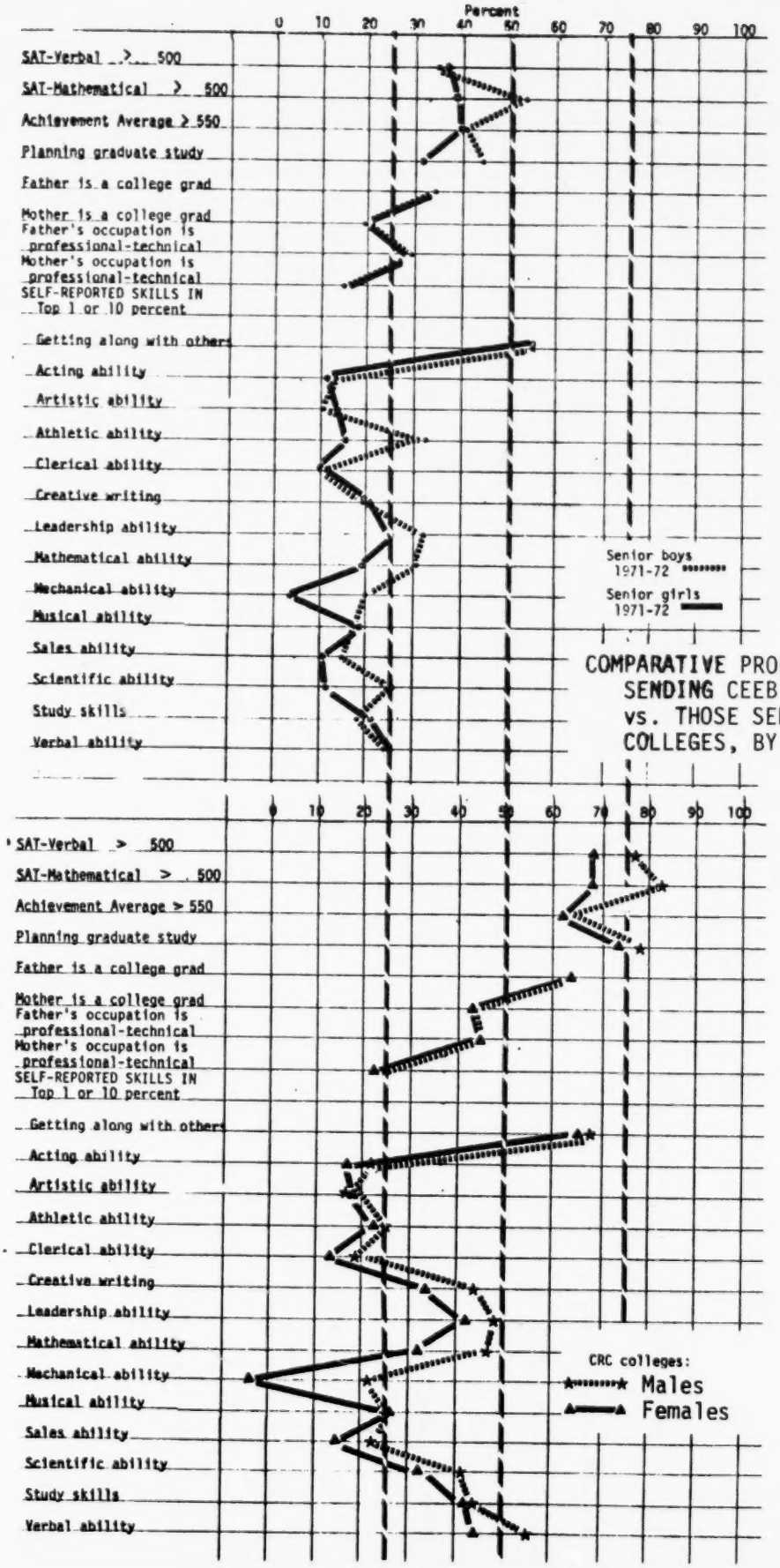
- to generate the type of information required to monitor /describe/ analyse the flow of students into various categories of institutions and to make both recurring studies (periodic, projected, expected by constituents) of obviously practical problems (e.g., overlap in applications, factors involved in choice of college, student interest in various types of educational arrangements, etc.) and special analyses or studies for which replication may not be deemed either necessary or desirable.

Programs of this type, with their related computerized systems, open up the possibility of projecting patterns of institutional analysis and research involving both recurring and ad hoc elements, based on data provided directly by colleges and data made available through national programs of tests and services related to such variables as attrition rate, costs of attendance, faculty-size and sex-compositon, enrolments and applications, grading practices, curricular preferences, and the like.

Distributions of data on these and other institutional variables, if regularly updated, would help each college to assess its own current status relative to that of other institutions, and to detect change in status over time with appropriate interinstitutional perspective.

CRC's role in connection with the development and implementation of ideas like these has not yet been clarified. CRC's activities to date, though microcosmic, have embodied these ideas. A larger-scale CRC-type research function thus may be seen as a logical adjunct of developing institutional services functions.

Kenneth M. Wilson



COMPARATIVE PROFILES: HIGH SCHOOL SENIORS SENDING CEEB SCORES TO COLLEGES IN 1971-72 vs. THOSE SENDING SCORES TO CRC-MEMBER COLLEGES, BY SEX

Selected Characteristics of Prospective Applicants (Seniors, 1971-72) to Several Groups of Colleges

GROUP OF COLLEGES Number of colleges in group	CRC (6)		"7" (9)		"6" (18)		"5" (29)	
	Male	Female	Male	Female	Male	Female	Male	Female
Number of seniors sending scores	891	6737	1973	12202	700	14861	928	13546
Percentage, by sex	11.7	88.3	13.9	86.1	4.5	95.5	6.8	93.2
Percentage from public schools	(42)		(45)		(50)		(37)	
High school subject averages								
English	89	90	87	91	86	89	84	88
Math	85	86	84	87	81	85	80	84
Foreign Language	86	89	84	89	82	88	80	86
Biological science	88	89	86	89	84	87	82	86
Physical science	87	87	85	87	83	85	81	84
Social Studies	89	90	88	90	87	89	85	88
Scholastic aptitude (mean)								
SAT-Verbal	572	542	553	561	483	507	448	475
SAT-Mathematical	595	538	575	551	509	509	483	482
Achievement (mean)								
Average of all tests	(6654)*	570	(12458)	581	(12721)	532	(8842)	510
English Composition	(6538)	579	(12262)	588	(12529)	543	(8581)	516
Mathematics Level I	(4757)	562	(8619)	573	(9476)	530	(6058)	515
French	(2950)	586	(5428)	602	(5038)	542	(2652)	511
American History	(2091)	527	(3834)	532	(3766)	486	(2251)	470
Biology	(1138)	581	(2254)	586	(2209)	530	(1386)	512
Spanish	(925)	581	(1655)	596	(2111)	538	(1415)	519
Literature	(633)	587	(1468)	596	(1105)	551		
Chemistry							(751)	532

*Number of students presenting achievement test.

Group of colleges Number of colleges in group	CRC (6)		Group "7" (9)		Group "6" (18)		Group "5" (29)	
SELF-REPORTED SKILLS AND ABILITIES IN TOP 1 OR 10 PERCENT SDQ Questions 94 - 107 (Percent reporting status)	457 Males		1069 Males		380 Males		549 Males	
	TOP 1%	TOP 10%	TOP 1%	TOP 10%	TOP 1%	TOP 10%	TOP 1%	TOP 10%
Ability to get along with others	27	41	25	40	30	35	24	34
Acting	8	14	8	15	6	15	6	10
Artistic	6	11	6	14	6	13	5	9
Athletic	4	20	5	23	9	24	10	19
Clerical	5	14	3	12	2	10	2	6
Creative Writing	12	31	11	29	9	23	5	16
Leadership	18	30	14	30	13	28	8	25
Mathematical	15	32	11	29	7	19	5	16
Mechanical	5	16	5	15	4	14	4	13
Musical	10	15	9	15	6	16	7	13
Sales	6	16	6	16	3	15	4	15
Scientific	12	29	9	26	6	18	5	17
Study skills	10	33	7	28	5	17	3	11
Verbal	25	31	18	33	12	27	6	30
	4261 Females		7841 Females		9974 Females		8798 Females	
Ability to get along with others	26	40	27	40	26	39	22	36
Acting	5	12	5	14	3	11	3	9
Artistic	5	13	6	15	5	12	4	10
Athletic	6	16	6	16	5	15	5	13
Clerical	3	10	3	10	2	9	2	7
Creative Writing	9	24	11	27	7	21	4	16
Leadership	12	30	13	30	9	26	7	21
Mathematical	7	25	8	26	5	19	4	16
Mechanical	1	5	1	6	1	4	1	3
Musical	7	19	8	19	6	16	5	13
Sales	3	12	4	12	3	12	3	10
Scientific	5	17	5	19	3	13	2	10
Study skills	12	30	13	31	8	25	5	20
Verbal	14	30	16	33	9	26	6	20

Group of Colleges	CRC	"7"	"6"	"5"
Number of colleges in group	(6)	(9)	(18)	(29)
Number of individuals	4719	8922	10,329	9310

PARENT'S OCCUPATION SDQ 35, 36	Father %	Mother %	Father %	Mother %	Father %	Mother %	Father %	Mother %
Foreman, Skilled Worker	8	1	9	1	11	1	16	1
Operator, Semiskilled Worker	5	2	5	2	5	2	9	3
Laborer, House or Farm Worker	1	2	1	2	1	2	1	3
Personal Service Worker	2	2	1	2	1	1	2	2
Fireman, Guard, Policeman	1	0	2	0	2	0	3	0
Technician, Professional Person	45	22	45	25	40	20	32	16
Farm or Ranch Owner	1	0	1	0	1	0	1	0
Owner or Manager	32	3	31	3	32	3	29	2
Clerical or Sales Person	4	13	4	14	5	15	6	17
Homemaker	0	54	0	51	0	54	0	54

Group of Colleges	CRC	"7"	"6"	"5"
Number of colleges in group	(6)	(9)	(18)	(29)
Number of individuals	4718	8927	10,329	9309

PARENT'S EDUCATIONAL BACKGROUND SDQ 33, 34	Father %	Mother %	Father %	Mother %	Father %	Mother %	Father %	Mother %
No Formal Schooling	0	0	0	0	0	0	0	0
Some Grade School	2	1	2	1	2	1	3	2
Finished Grade School	2	1	2	1	2	1	3	2
Some High School	4	4	5	4	6	5	9	8
Finished High School	12	20	12	21	15	24	20	33
Business or Trade School	4	8	4	8	5	10	7	11
Some College	12	22	12	19	14	21	15	16
Finished Four-year College	24	25	23	25	24	23	21	17
Some Graduate, Prof. School	7	7	7	7	6	6	5	4
Graduate or Prof. Degree	32	11	32	12	25	8	17	5

INTENDED FIELD OF STUDY FIRST CHOICE (SDQ 29-58)	CRC 443 Male		Group "7" 1016 Male		Group "6" 345 Male		Group "5" 491 Male	
	No.	%	No.	%	No.	%	No.	%
Agriculture	4	1	14	1	6	2	8	2
Architecture	6	1	23	2	2	1	17	3
Art	7	2	33	3	13	4	18	4
Biological Sciences	85	19	161	16	56	16	82	17
Business	17	4	41	4	24	7	61	12
Education	9	2	30	3	15	4	24	5
Engineering	7	2	27	3	12	3	22	4
English	39	9	110	11	28	8	21	4
Ethnic Studies	1	0	4	0	0	0	2	0
Journalism	7	2	22	2	10	3	21	4
Mathematics	20	5	37	4	8	2	14	3
Music	12	3	34	3	5	1	14	3
Nursing	1	0	2	0	1	0	1	0
Philosophy	8	2	23	2	12	3	3	1
Physical Science	32	7	56	6	10	3	26	5
Social Science	155	35	325	32	123	36	124	25
Vocational	8	2	10	1	5	1	4	1
Undecided	20	5	47	5	11	3	23	5
INTENDED FIELD	4131 Female		7652 Female		9566 Female		8359 Female	
	No.	%	No.	%	No.	%	No.	%
Agriculture	12	0	25	0	30	0	28	0
Architecture	16	0	38	0	26	0	18	0
Art	195	5	403	5	555	6	430	5
Biological Sciences	623	15	1144	15	1296	14	953	11
Business	65	2	87	1	171	2	250	3
Education	286	7	518	7	1155	12	1676	20
Engineering	12	0	19	0	13	0	23	0
English	523	13	990	13	895	9	615	7
Ethnic Studies	13	0	27	0	23	0	15	0
Journalism	73	2	124	2	173	2	115	1
Mathematics	183	4	326	4	392	4	320	4
Music	93	2	210	3	227	2	213	3
Nursing	75	2	130	2	614	6	829	10
Philosophy	38	1	85	1	84	1	42	1
Physical Science	126	3	226	3	208	2	181	2
Social Science	1209	29	2239	29	2350	25	1561	19
Vocational	1	0	19	0	30	0	57	1
Undecided	1	4	261	3	342	4	259	3

Group of colleges Number of colleges in group	CRC (6)		Group "7" (9)		Group "6" (18)		Group "5" (29)	
DEGREE OF PARTICIPATION IN ACTIVITIES								
Participation in community and church groups (SDQ 22)	451 Males %	4252 Females %	1065 Males %	7832 Females %	379 Males %	9964 Females %	550 Males %	8774 Females %
No participation	16	10	19	12	17	10	23	12
Nominal participation	19	14	19	15	17	14	17	16
Active	29	32	29	32	27	32	27	34
Very active	10	13	10	12	8	13	11	13
Leader	27	31	23	29	31	31	22	25
Participation in athletics (SDQ 23)	455 Males %	4261 Females %	1073 Males %	7855 Females %	380 Males %	9946 Females %	552 Males %	8746 Females %
No participation	12	23	12	24	13	25	17	27
Individual, Intramural	39	50	35	49	35	49	31	51
No varsity letters	15	9	15	9	14	8	14	8
One varisty letter	20	11	22	10	20	11	21	9
Two or more letters	14	8	15	7	17	7	17	5
Participation in school clubs & organizations (SDQ 24)	454 Males %	4285 Females %	1073 Males %	7888 Females %	380 Males %	10011 Females %	551 Males %	8819 Females %
No participation	8	2	10	2	11	2	13	3
Member	36	34	39	35	44	39	49	44
1 - 2 Major offices	31	37	32	38	32	37	29	35
3 - 4 Major offices	16	19	13	18	11	15	7	14
More than 4 offices	8	8	6	7	2	6	2	4
High school honors and awards (SDQ 25)	453 Males %	4220 Females %	1065 Males %	7782 Females %	377 Males %	9931 Females %	548 Males %	8771 Females %
None	38	32	47	31	57	42	59	46
1 - 2	34	37	32	38	29	36	29	34
3 - 4	16	18	13	18	9	14	8	12
5 - 6	8	6	5	7	2	5	2	5
More than 6	5	6	3	6	3	3	2	4

Group of colleges Number of colleges in group	CRC (6)		Group "7" (9)		Group "6" (18)		Group "5" (29)	
EXTRACURRICULAR ACTIVITIES IN HIGH SCHOOL & PLANS FOR COLLEGE ACTIVITIES (1971-72 SDQ Questions 85-93)	Act. in sch.	Will be act.	Act. in sch.	Will be act.	Act. in sch.	Will be act.	Act. in sch.	Will be act.
Male Seniors	%	%	%	%	%	%	%	%
Athletics, Incl. Intramural and community	75	70	76	68	75	67	72	66
Ethnic Organizations	18	27	20	27	24	35	19	27
Journalism, Debating, Dramatics	56	66	52	65	43	49	36	41
Music, Incl. Band, Orchestra, Chorus	36	33	32	33	28	29	31	28
Political Organizations	24	46	21	44	15	37	12	37
Departmental or Preprofessional Clubs	13	34	10	31	14	35	12	40
Religious Organizations	37	31	35	28	39	34	38	34
Social or Community Clubs	59	68	55	63	53	61	51	65
Student Government	50	65	49	62	42	53	37	52
Number of male seniors	(458)		(1066)		(372)		(534)	
	Act. in sch.	Will be act.	Act. in sch.	Will be act.	Act. in sch.	Will be act.	Act. in sch.	Will be act.
Female Seniors	%	%	%	%	%	%	%	%
Athletics, Incl. Intramural and community	65	62	63	57	64	58	62	58
Ethnic Organizations	17	29	18	30	16	27	12	25
Journalism, Debating, Dramatics	57	67	60	70	50	59	47	54
Music, Incl. Band, Orchestra, Chorus	49	44	50	46	45	40	46	38
Political Organizations	15	48	16	47	12	42	10	40
Departmental or Preprofessional Clubs	23	40	21	38	26	44	29	52
Religious Organizations	54	43	51	39	54	45	56	48
Social or Community Clubs	73	77	69	73	73	78	70	78
Student Government	52	69	51	65	48	64	42	63
Number of female seniors	(4257)		(7831)		(9945)		(8738)	

Group of colleges Number of colleges in group	CRC (6)			Group "7" (9)			Group "6" (18)			Group "5" (29)		
EDUCATIONAL GOALS (SDQ 26)	M %	F %	Tot %	M %	F %	Tot %	M %	F %	Tot %	M %	F %	Tot %
One-year, postsecondary program	0	0	0	0	0	0	0	0	0	0	0	0
Two-year training program	0	0	0	0	0	0	0	1	1	1	2	2
Associate of arts degree	0	0	0	0	0	0	0	1	1	1	1	1
BA or BS degree	4	16	15	6	14	13	10	24	23	16	27	26
MA or MS degree	10	20	18	1	21	19	13	20	20	12	18	18
MD, PHD, other professional degree	25	16	17	21	17	18	16	10	10	14	7	7
Undecided	12	11	11	16	12	13	15	12	12	15	11	11
No response	49	36	38	46	35	37	46	33	33	40	35	35
Number of individuals	891	6737	7628	1973	12202	14175	700	14861	15561	928	13546	14474

Student Descriptive Questionnaire

F

In this questionnaire you are asked for a variety of information about your plans, background, and activities. This questionnaire is not a test. The only "right" responses are those that reflect your own hopes, experiences, and interests. *You are free to omit any question, however, be sure to read first the discussion on pages 5 and 6 regarding information you will not receive if you omit certain items.* Mark only one response for each question. Use *only* No. 2 pencils.

If you are not certain about your responses to any of the questions concerning your high school or your grades, please discuss them with your guidance counselor or teacher. (If you are not presently in high school, respond to all questions concerning your school based on the high school you last attended.)

1. What kind of secondary school (high school) are you attending?

   (A) Public
   (B) Independent, private
   (C) Protestant denominational
   (D) Catholic
   (E) Jewish
   (F) Adult education or high school equivalency program
   (G) Other

2. Which of the following best describes your present high school program?

   (A) Academic or college preparatory
   (B) Agriculture
   (C) Business or commercial
   (D) Home economics
   (E) Vocational or industrial arts
   (F) General

3. About how many students are there in your high school's graduating class?

   (A) Fewer than 99
   (B) 100-249
   (C) 250-499
   (D) 500-749
   (E) 750 or more

Questions 4 through 10 are about your academic performance in high school. Your high school rank and grades, in combination with your test scores, will be used to provide you, your high school, and your specified colleges (if these colleges have supplied the necessary data) with an estimate of your likely academic performance in your freshman year in college.

4. How would you compare your academic achievement, as measured by grades or rank, with that of the other students in your high school class?

   (A) Highest tenth } top fifth
   (B) Second tenth }
   (C) Second fifth
   (D) Middle fifth
   (E) Fourth fifth
   (F) Lowest fifth
   (G) My school does not assign grades or class rankings.

Please indicate in answering *Questions 5 through 10* the *latest final* grades that appeared on your report card. If you have more than one final grade in any of the subject areas below, indicate the highest grade. For each subject, mark the letter corresponding to your grade.

   (A) Excellent (usually 90-100)
   (B) Good (usually 80-89)
   (C) Fair (usually 70-79)
   (D) Passing (usually 60-69)
   (E) Failing (usually 59 or below)
   (F) I did not take any courses in the subject.
   (G) I did not receive a grade, or only "pass-fail" grades were assigned.

5. (A) (B) (C) (D) (E) (F) (G) English
6. (A) (B) (C) (D) (E) (F) (G) Mathematics
7. (A) (B) (C) (D) (E) (F) (G) Foreign Languages
8. (A) (B) (C) (D) (E) (F) (G) Biological Sciences (Biology, Botany, Physiology, and so forth)
9. (A) (B) (C) (D) (E) (F) (G) Physical Sciences (Chemistry, Geology, Physics, and so forth)
10. (A) (B) (C) (D) (E) (F) (G) Social Studies (Civics, Economics, History, and so forth)

Questions 11 through 16 ask you to mark the letter corresponding to the total years of study you expect to complete in certain high school subjects *by the time you graduate*. If you have completed less than a full year in a subject, respond as if you had completed a full year. Do not count a repeated year of the same course as an additional year of study.

   (A) I did not take any courses in the subject.
   (B) One year
   (C) Two years
   (D) Three years
   (E) Four years
   (F) More than four years

11. (A) (B) (C) (D) (E) (F) English
12. (A) (B) (C) (D) (E) (F) Mathematics
13. (A) (B) (C) (D) (E) (F) Foreign Languages
14. (A) (B) (C) (D) (E) (F) Biological Sciences (Biology, Botany, Physiology, and so forth)
15. (A) (B) (C) (D) (E) (F) Physical Sciences (Chemistry, Geology, Physics, and so forth)
16. (A) (B) (C) (D) (E) (F) Social Studies (Civics, Economics, History, and so forth)

Questions 17 through 21 are about your plans to apply for advanced placement or course credit in certain fields of college study. For each field, mark letter

   (Y), for yes, if you plan to apply for advanced placement or course credit
   (N), for no, if you do not plan to apply for advanced placement or course credit.

17. (Y) (N) English
18. (Y) (N) Mathematics
19. (Y) (N) Foreign Languages
20. (Y) (N) Sciences
21. (Y) (N) History

22. How much have you participated in community or church groups while in high school?

   (A) I have not been a member of any community or church group.
   (B) I have belonged to one or two groups but have not participated actively.
   (C) I have participated actively in one or two groups but have not held any major offices (president, chairman, treasurer, for example).
   (D) I have participated actively in more than two groups but have not held any major offices.
   (E) I have participated actively and have held a major office in at least one community or church group.

23. How much have you participated in athletics in or out of high school?

   (A) I have not participated in any athletics.
   (B) I have participated in individual or intramural athletics.
   (C) I have been on one or more varsity teams but have not earned a varsity letter.
   (D) I have earned one or more varsity letters in a single sport.
   (E) I have earned varsity letters in more than one sport.

24. How much have you participated in clubs and organizations in high school?

   (A) I have not been a member of any club or organization.
   (B) I have belonged to some organizations but have not held any major offices (for example, president, editor, class or school representative).
   (C) I have held one or two major offices.
   (D) I have held three or four major offices.
   (E) I have held five or more major offices.

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25. During your high school years, how many honors or awards for scholastic achievement (essay contest, debating tournament, National Honor Society, science fair prize, and so forth) have you received?

(A) None
(B) One or two
(C) Three or four
(D) Five or six
(E) Seven or more

26. What is the highest level of education you plan to complete beyond high school?

(A) A one-year program
(B) A two-year specialized training program (for example, electronics, nursing, laboratory technician)
(C) A two-year liberal arts degree (Associate of Arts)
(D) Bachelor's degree (B.A. or B.S.)
(E) Master's degree (M.A. or M.S.)
(F) Doctor's degree or other professional degree (such as Ph.D. or M.D.).
(G) Undecided

The College Board is concerned that its tests and services be fair and useful to all candidates, whatever their racial or ethnic origin. If you describe yourself in answering *Questions 27 and 28*, it will help the College Board evaluate and improve its tests and services. Your responses will also be reported to your school and those colleges that can and will accept such information in the interest of making their programs fair and useful to students of all racial and ethnic backgrounds.

27. How do you describe yourself?

(A) American Indian
(B) Black or Afro-American or Negro
(C) Mexican-American or Chicano
(D) Oriental or Asian-American
(E) Puerto Rican or Spanish-speaking American
(F) White or Caucasian
(G) Other

28. Is English your native language?

(Y) Yes
(N) No

29. Do you plan to apply for financial assistance in the form of a scholarship, loan, grant, part-time employment, or other form of aid to further your education?

(A) Yes
(B) No
(C) Don't know yet

Questions 30 through 32 ask about your parents' financial situation. They should be answered in consultation with your parents. The answers will be used to calculate an estimate of your possible need for financial assistance in meeting college costs. The information will be mailed directly to you in a sealed envelope. It will be useful to you and your parents in making plans to finance your college education.

The colleges to which you have your reports sent will also receive the estimate of your possible financial need, but your answers to the three questions will *not* be reported. *None* of this information will be reported to your high school.

30. How many of your brothers or sisters are dependent on your parents or legal guardian for financial support?

(A) None
(B) One
(C) Two
(D) Three
(E) Four
(F) Five
(G) Six or more

31. During your first year in college, how many of your dependent brothers or sisters will also be in college?

(A) None
(B) One
(C) Two
(D) Three
(E) Four or more

32. What is the approximate income of your parents before taxes? Include taxable and nontaxable income from all sources.

(A) Less than $3,000 a year (about $60 a week or less)
(B) Between $3,000 and $6,000 a year (from $60 to $120 a week)
(C) Between $6,000 and $7,500 a year (from $120 to $150 a week)
(D) Between $7,500 and $9,000 a year (from $150 to $180 a week)
(E) Between $9,000 and $10,500 a year (from $180 to $210 a week)
(F) Between $10,500 and $12,000 a year (from $210 to $240 a week)
(G) Between $12,000 and $13,500 a year (from $240 to $270 a week)
(H) Between $13,500 and $15,000 a year (from $270 to $300 a week)
(I) Between $15,000 and $18,000 a year (from $300 to $360 a week)
(J) Over $18,000 a year (about $360 a week or more)

Questions 33 through 36 ask about your parents' education and work. Your individual responses will *not* be reported to anyone. Only summary responses for groups of students will be reported.

33. How much schooling did your father or male guardian have? Indicate only the highest level.

(A) No formal schooling
(B) Some grade school
(C) Finished grade school
(D) Some high (secondary) school
(E) Finished high school
(F) Business or trade school
(G) Some college
(H) Finished college (four years)
(I) Attended graduate or professional school (for example, law or medical school), but did not attain a graduate or professional degree
(J) Obtained a graduate or professional degree (for example, M.A., Ph.D., or M.D.)

34. Using the educational descriptions in *Question 33*, indicate how much schooling your mother or female guardian had. Indicate only the highest level. Be sure to mark your answer in the space for *Question 34*.

35. Which of the following best describes the type of work done by your father or male guardian? (The exact job may not be listed, but mark the one that comes closest. If your father or male guardian is out of work, disabled, retired, or deceased, mark the kind of work that he used to do.)

(A) *Foreman, Craftsman, Skilled Worker:* such as chef, carpenter, factory foreman, baker, electrician, enlisted man in armed forces, mechanic, meat cutter, plumber, repairman, nurse's aide.
(B) *Semiskilled Worker or Operator:* such as apprentice, assembler, bus driver, factory machine operator, truck driver, weaver, welder.
(C) *Household Worker, Laborer, or Farm Worker:* such as car washer, gardener, gas station attendant, cook, housekeeper, butler.
(D) *Personal Service Worker:* such as barber, bartender, elevator operator, hairdresser, hospital attendant, janitor, usher, waiter.
(E) *Fireman, Guard, Policeman:* such as detective, watchman, crossing guard.
(F) *Professional Person or Technician:* such as minister, accountant, dentist, engineer, doctor, lawyer, teacher, medical technician, librarian, nurse, pharmacist, social worker, computer programmer, photographer, officer in armed forces.
(G) *Farm or Ranch Owner*
(H) *Owner or Manager:* such as business manager, store owner, store or office manager, sales manager, contractor, executive in a large company, government official.
(I) *Clerical or Sales Person:* such as bank teller, bookkeeper, salesclerk, real estate salesman, secretary, stenographer, typist, receptionist, keypunch operator, switchboard operator.
(J) *Homemaker*

36. Using the job descriptions in *Question 35*, indicate which one best describes the type of work done by your mother or female guardian. (The exact job may not be listed, but mark the one that comes closest. If your mother or female guardian is out of work, disabled, retired, or deceased, mark the kind of work that she used to do.) Be sure to mark your answer in the space for *Question 36*.

37. On the average, how many hours per week do you work in a part-time job? (Exclude vacations.)

(A) None
(B) Less than 6 hours
(C) 6 to 10 hours
(D) 11 to 15 hours
(E) 16 to 20 hours
(F) 21 to 25 hours
(G) 26 to 30 hours
(H) More than 30 hours

38. If you are accepted at the college of your choice, where do you prefer to live?

(A) At home with parents
(B) With relative or friends
(C) Own apartment
(D) Dormitory
(E) Fraternity or sorority house

Questions 39 through 58 ask for your present choices among certain fields of study in college. Mark letter (A) for your first choice and letter (B) for your second choice. If the exact field of study is not listed, pick the most similar one. On your Response Sheet, be sure to blacken the spaces corresponding to the numbers of *only* two choices; then continue with *Question 59*.

39. (A) (B) Agriculture (for example, Agricultural Economics, Agronomy, Forestry, and Soils)

40. (A) (B) Architecture

41. (A) (B) Art (for example, Art Appreciation, Design, Drawing, and Sculpting)

42. (A) (B) Biological Sciences (for example, Botany, Ecology, Predental, Premedical, and Zoology)

43. (A) (B) Black studies, Mexican-American studies, or other ethnic studies

44. (A) (B) Business (for example, Accounting, Business Administration, Industrial Management, Marketing, and Finance)

45. (A) (B) Education (for example, Business Education, Elementary Education, and Physical Education)

46. (A) (B) Engineering (for example, Chemical Engineering, Civil Engineering, Electrical Engineering, and Mechanical Engineering)

47. (A) (B) English (for example, Creative Writing, Linguistics, Literature, and Speech and Drama)

48. (A) (B) Foreign Languages (for example, French, German, Italian, Latin, and Spanish)

49. (A) (B) Home Economics (for example, Dietetics, Family and Child Development, Nutrition, and Textiles and Clothing)

50. (A) (B) Journalism (for example, Communications and Radio and Television)

51. (A) (B) Mathematics (for example, Calculus and Statistics)

52. (A) (B) Music (for example, Music Appreciation and Composition)

53. (A) (B) Nursing

54. (A) (B) Philosophy or Religion (for example, Ethics, Logic, and Theology)

55. (A) (B) Physical Science (for example, Astronomy, Biochemistry, Chemistry, Geology, and Physics)

56. (A) (B) Social Sciences (for example, Anthropology, Economics, Government, History, Political Science, Prelaw, Psychology, Social Work, Sociology, and Urban Affairs)

57. (A) (B) Vocational or Technical (for example, Automobile Repair, Carpentry, Computer Programming, Drafting, Plumbing, Stenography, and Television Repair)

58. (A) (B) Undecided

Questions 59 through 77 ask about certain aspects of your college plans. Your individual responses will *not* be reported to anyone. Summaries of the responses of groups of students will be reported to schools and colleges to help them improve their services.

Questions 59 through 67 ask about the people, other than yourself, who have had the greatest influence on your plans to go to college. Mark letter (A) for the person who has had the greatest influence and letter (B) for the person who has had the next greatest influence. On your Response Sheet, be sure to blacken the spaces corresponding to the numbers of *only* the two people who have had the most influence; then continue with *Question 68*.

59. (A) (B) A family member or personal friend

60. (A) (B) A school guidance counselor

61. (A) (B) A teacher or principal

62. (A) (B) A community or national leader

63. (A) (B) A college admissions officer

64. (A) (B) A talent search agency representative

65. (A) (B) A college alumni representative

66. (A) (B) A college student representative

67. (A) (B) A clergyman

Questions 68 through 77 ask which factors are most important to you in choosing a college. Mark letter (A) for the most important factor and letter (B) for the next most important factor. On your Response Sheet, be sure to blacken the spaces corresponding to the numbers of *only* the two most important factors; then continue with *Question 78*.

68. (A) (B) Closeness to home

69. (A) (B) Good academic reputation

70. (A) (B) Special course offerings

71. (A) (B) Specific religious affiliation

72. (A) (B) Low cost

73. (A) (B) Good athletic reputation

74. (A) (B) Availability of fraternities or sororities

75. (A) (B) Coeducational enrollment

76. (A) (B) Small student body

77. (A) (B) Specific racial or ethnic composition of student body and/or faculty

Questions 78 through 84 concern assistance that you may or may not want to receive from the college you plan to attend. For each service, mark letter

(Y), for yes, if you want such assistance;
(N), for no, if you do not want such assistance.

78. (Y) (N) Special counseling about educational and vocational plans and opportunities

79. (Y) (N) Help in improving mathematical skills

80. (Y) (N) Help in finding part-time employment

81. (Y) (N) Counseling about personal problems

82. (Y) (N) Help in increasing reading speed and comprehension

83. (Y) (N) Help in developing good study techniques

84. (Y) (N) Help in improving writing skills

Questions 85 through 93 concern your interest in certain extracurricular activities. For each activity, mark letter

(A) if you have not participated in high school and do not plan to participate in college;
(B) if you have participated in high school and plan to participate in college;
(C) if you have participated in high school but do not plan to participate in college;
(D) if you have not participated in high school but do plan to participate in college.

85. (A) (B) (C) (D) Athletics – interscholastic, intramural, or community

86. (A) (B) (C) (D) Activities sponsored by an ethnic or racial organization

87. (A) (B) (C) (D) Journalism, debating, or dramatic activities

88. (A) (B) (C) (D) Music (band, chorus, or orchestra)

89. (A) (B) (C) (D) Political organizations (for example, Young Republicans and Young Democrats)

90. (A) (B) (C) (D) Departmental or preprofessional clubs (for example, Future Teachers of America, American Society of Civil Engineers)

91. (A) (B) (C) (D) Activities sponsored by a religious organization

92. (A) (B) (C) (D) Social clubs and community organizations

93. (A) (B) (C) (D) Student government

Questions 94 through 107 concern how *you* feel you compare with other people your own age in certain areas of ability. For each field, mark letter

(A) if you feel you are in the *highest 1 percent* in that area of ability;
(B) if you feel you are in the *highest 10 percent* in that area of ability;
(C) if you feel you are *above average* in that area of ability;
(D) if you feel you are *average* in that area of ability;
(E) if you feel you are *below average* in that area of ability.

94. (A) (B) (C) (D) (E) Ability to get along with others

95. (A) (B) (C) (D) (E) Acting ability

96. (A) (B) (C) (D) (E) Artistic ability

97. (A) (B) (C) (D) (E) Athletic ability

98. (A) (B) (C) (D) (E) Clerical ability

99. (A) (B) (C) (D) (E) Creative writing

100. (A) (B) (C) (D) (E) Leadership ability

101. (A) (B) (C) (D) (E) Mathematical ability

102. (A) (B) (C) (D) (E) Mechanical ability

103. (A) (B) (C) (D) (E) Musical ability

104. (A) (B) (C) (D) (E) Sales ability

105. (A) (B) (C) (D) (E) Scientific ability

106. (A) (B) (C) (D) (E) Study skills

107. (A) (B) (C) (D) (E) Verbal ability

108. Colleges and scholarship sponsors often seek information about students with particular characteristics. The College Board may offer a service providing information about students to colleges and scholarship sponsors. This question asks your permission to include in such a service information about you from this program's records. (Responses to *Questions 30-36* and *59-77* will *not* be released under any circumstances.)

If colleges or scholarship sponsors request information from this program's records about students like you, may the College Board have your permission to forward that information to them?

(Y) Yes, the College Board may forward information about me from this program's records to colleges and scholarship sponsors interested in students like me.

(N) No, the College Board may *not* forward information about me from this program's records to colleges and scholarship sponsors interested in students like me.